



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

13636 North 100th Street, Scottsdale, AZ 85260

Scottsdale Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Highly Performing

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Dr. Christine Loots
Schedule : 07:00 AM to 03:30 PM
Grades : Pre-K-6
Web Address : www.susd.org/schools/elem/Aztec/aztechome.htm
Phone Number : (480) 484-7700
Fax Number : (480) 484-7701
E-mail : cloots@susd.org

Mission

Aztec Elementary School and our Community is dedicated to ensuring that each student will develop positive attitudes, and acquire skills essential for lifelong learning and participating in the democratic process. Specifically we will: create a brain-compatible learning environment, model and promote the use of Lifeskills and Lifelong Guidelines for citizenry, and support growth for educators and our school community.

School / Academic Goals

- ü To increase student academic achievement in all subject areas, working towards the goal of having 100% meeting or exceeding expectations by 2014. Aztec students will receive increased focus on math, science and technology.
- ü To increase student proficiency in the use of technology at all grade levels, including the use of digital tools to enhance student presentations.
- ü To increase all students' proficiency and efficacy in the art of research and writing, using traditional and non-traditional means available such as the internet, interviews, hard-bound collections, VideoStreaming, 'Being There Experiences', etc.
- ü To continue to move the school as a whole towards the 5th level of a model ITI (Integrated Thematic Instruction) school through social actions benefiting the entire community.

Enrollment

October 1, 2005 School Year Student Enrollment : 624
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 136

Instructional Programs

- Ü Integrated Thematic Curriculum
- Ü Individual Growth Plans
- Ü Differentiated Instruction
- Ü Full-day Kindergarten
- Ü Multiage and straight grade choice
- Ü Brain research based instruction
- Ü After-school programs available
- Ü All staff formally trained in ITI

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

To provide a stimulating, challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of and privacy of all students; to communicate openly, honestly and regularly with parents and guardians; to assure the safety of students; to maintain the most qualified staff possible.

Parents

Provide a supportive home environment conducive to study and learning; motivate their children to do their best by taking an interest in their schooling; be role models by valuing education and by participating in the activities of the school as often as possible; volunteering in classrooms when possible; positively represent the unique ITI philosophy of Aztec to the community at all times. It is the parents responsibility to get children to school every day on time.

Transportation Policy

Transportation is provided for students in the following grades who live farther than the radius of the specified following distances from school: Pre-K-3 students more than 3/4 of a mile and grades 4-6 students more than 1 mile. Parents are encouraged to use the bus or alternative transportation to promote a healthier environment and lifestyle.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü School Safety Calendar Contest Winner	2003
Ü Fire Prevention Week Second Runner Up	2001
Ü Best of the West Yearbook - Top 10 in NA	2000
Ü Scottsdale Mayor's Elementary Teacher of the Year	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	1919	80010	99	99	99	458	473	447	4	5	10	15	10	18	60	48	53	20	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	919	38935	98	99	99	460	471	447	2	5	9	13	12	19	62	49	55	22	35	17
Male	46	1000	40974	100	99	98	456	474	448	7	6	11	17	9	18	59	47	52	17	38	19
African American	NC	48	4201	NC	98	99	NC	438	430	NC	10	17	NC	25	23	NC	52	51	NC	13	9
Hispanic	NC	301	34545	NC	100	99	NC	440	432	NC	14	14	NC	23	24	NC	50	53	NC	14	9
Asian/Pacific Islander	NC	91	2068	NC	98	99	NC	492	474	NC	3	4	NC	4	10	NC	37	50	NC	55	36
American Indian/Alaskan Native	--	43	3979	--	100	96	--	421	424	--	19	17	--	33	30	--	44	47	--	5	6
White	70	1436	35142	100	99	99	453	481	465	6	3	5	14	7	11	63	48	56	17	42	28
Students with Disabilities	20	297	10161	100	96	93	434	448	419	15	19	28	20	18	28	55	42	36	10	21	8
Students without Disabilities	71	1622	69849	99	100	100	465	477	451	1	3	7	14	9	17	62	49	56	23	40	19
Limited English Proficient Students	NC	169	14013	NC	99	97	NC	418	413	NC	23	24	NC	30	34	NC	42	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	413	39029	NC	98	98	NC	437	432	NC	14	14	NC	23	25	NC	50	52	NC	13	9
Non-Economically Disadvantaged	82	1506	40981	99	99	100	460	482	462	4	3	6	15	7	13	60	47	54	22	43	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	1921	79438	99	99	98	465	472	451	3	6	9	13	13	24	71	61	56	12	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	919	38775	98	99	99	473	477	457	2	4	7	7	11	22	76	61	58	16	23	13
Male	46	1002	40560	100	99	97	456	469	446	4	7	12	20	14	25	67	61	54	9	18	9
African American	NC	48	4178	NC	98	98	NC	445	439	NC	17	13	NC	19	29	NC	58	52	NC	6	6
Hispanic	NC	301	34297	NC	100	98	NC	436	434	NC	17	14	NC	25	31	NC	50	50	NC	9	5
Asian/Pacific Islander	NC	91	2063	NC	98	99	NC	487	475	NC	2	3	NC	11	15	NC	59	63	NC	27	20
American Indian/Alaskan Native	--	43	3940	--	100	95	--	426	429	--	16	14	--	33	36	--	49	47	--	2	3
White	70	1438	34887	100	99	98	462	481	471	4	3	4	14	10	15	70	64	63	11	24	18
Students with Disabilities	20	297	9588	100	96	88	430	441	416	15	20	30	25	23	32	55	46	34	5	11	5
Students without Disabilities	71	1624	69850	99	100	100	474	478	456	NA	3	7	10	11	23	76	63	59	14	22	12
Limited English Proficient Students	NC	169	13856	NC	99	96	NC	406	407	NC	31	27	NC	37	43	NC	31	29	NC	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	414	38685	NC	99	97	NC	437	435	NC	17	14	NC	26	32	NC	51	50	NC	7	5
Non-Economically Disadvantaged	82	1507	40753	99	99	99	466	482	467	1	3	5	13	9	16	73	64	62	12	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1922	79971	100	99	99	434	439	423	NA	4	8	48	35	41	51	55	49	1	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	921	38974	100	99	99	453	452	437	NA	3	5	30	27	33	67	63	57	2	7	4
Male	46	1001	40895	100	99	98	415	427	410	NA	5	10	65	43	47	35	48	41	NA	3	2
African American	NC	48	4203	NC	98	99	NC	421	411	NC	10	11	NC	44	45	NC	46	43	NC	NA	2
Hispanic	NC	301	34481	NC	100	99	NC	410	410	NC	8	10	NC	54	46	NC	36	43	NC	2	1
Asian/Pacific Islander	NC	91	2067	NC	98	99	NC	448	449	NC	4	4	NC	24	28	NC	63	60	NC	9	8
American Indian/Alaskan Native	--	43	3995	--	100	96	--	408	409	--	9	10	--	58	47	--	33	42	--	NA	1
White	70	1439	35150	100	99	99	430	446	437	NA	3	5	50	31	35	50	60	56	NA	6	5
Students with Disabilities	20	301	10258	100	97	94	403	403	377	NA	14	23	80	50	51	20	33	25	NA	3	1
Students without Disabilities	72	1621	69713	100	100	100	443	445	429	NA	2	5	39	33	39	60	59	52	1	6	3
Limited English Proficient Students	NC	169	13985	NC	99	97	NC	378	382	NC	20	18	NC	59	54	NC	21	27	NC	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	415	38994	NC	99	98	NC	406	409	NC	10	10	NC	53	47	NC	36	41	NC	1	1
Non-Economically Disadvantaged	83	1507	40977	100	99	100	435	448	437	NA	2	5	49	31	34	49	61	56	1	6	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1948	80147	100	99	99	502	505	482	11	6	11	6	10	17	42	44	49	42	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	974	39281	100	99	99	496	506	483	15	7	9	2	9	17	46	44	50	37	41	24
Male	43	973	40780	100	99	98	507	504	482	7	6	12	9	10	17	37	44	48	47	39	24
African American	NC	53	4249	NC	100	99	NC	464	464	NC	25	17	NC	11	22	NC	49	48	NC	15	13
Hispanic	NC	291	33494	NC	99	99	NC	464	466	NC	16	15	NC	25	23	NC	45	49	NC	14	14
Asian/Pacific Islander	NC	80	2103	NC	100	99	NC	526	515	NC	5	4	NC	9	8	NC	33	44	NC	54	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	464	456	NC	26	19	NC	15	27	NC	35	46	NC	24	8
White	75	1490	36122	100	99	99	506	514	501	8	4	5	7	6	10	44	44	50	41	46	35
Students with Disabilities	26	282	10295	100	96	92	448	464	443	38	27	33	19	19	26	27	37	33	15	17	8
Students without Disabilities	63	1666	69852	100	100	100	523	512	488	NA	3	7	NA	8	16	48	45	51	52	44	26
Limited English Proficient Students	NC	138	12722	NC	99	97	NC	444	441	NC	28	27	NC	32	33	NC	34	37	NC	7	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	383	38371	NC	99	97	NC	461	465	NC	20	15	NC	22	23	NC	47	49	NC	11	13
Non-Economically Disadvantaged	82	1565	41776	100	99	100	505	516	498	9	3	6	6	7	11	41	43	49	44	47	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1946	79686	100	99	98	487	493	470	11	5	11	10	13	24	64	65	57	15	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	973	39163	100	99	99	488	497	475	13	4	9	9	12	22	61	65	60	17	19	10
Male	43	972	40438	100	99	97	485	490	465	9	6	13	12	14	25	67	64	54	12	16	7
African American	NC	52	4228	NC	98	98	NC	465	458	NC	13	15	NC	23	28	NC	62	53	NC	2	4
Hispanic	NC	290	33299	NC	99	98	NC	459	452	NC	16	17	NC	29	32	NC	50	47	NC	6	3
Asian/Pacific Islander	NC	80	2097	NC	100	99	NC	502	490	NC	6	5	NC	10	13	NC	60	68	NC	24	14
American Indian/Alaskan Native	NC	35	4087	NC	100	96	NC	452	446	NC	14	16	NC	29	38	NC	57	44	NC	NA	2
White	75	1489	35914	100	99	98	490	502	489	8	3	5	11	9	15	65	68	67	16	20	14
Students with Disabilities	26	279	9808	100	95	87	438	457	432	38	19	35	19	30	32	35	42	30	8	9	3
Students without Disabilities	63	1667	69878	100	100	100	506	499	475	NA	3	8	6	10	23	76	69	61	17	18	9
Limited English Proficient Students	NC	137	12594	NC	98	96	NC	428	422	NC	31	34	NC	38	45	NC	31	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	384	38095	NC	99	97	NC	455	452	NC	16	17	NC	31	32	NC	52	48	NC	2	3
Non-Economically Disadvantaged	82	1562	41591	100	99	99	491	503	486	9	3	6	10	8	16	66	68	65	16	21	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1954	80372	100	100	99	485	495	475	6	2	4	18	19	30	71	76	64	6	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	976	39452	100	100	99	501	505	488	4	1	3	13	13	22	72	80	72	11	6	3
Male	43	977	40836	100	99	98	469	485	464	7	3	6	23	24	37	70	71	56	NA	2	1
African American	NC	53	4264	NC	100	99	NC	462	465	NC	6	5	NC	36	35	NC	58	59	NC	NA	1
Hispanic	NC	291	33608	NC	99	99	NC	468	462	NC	5	6	NC	32	36	NC	64	57	NC	NA	1
Asian/Pacific Islander	NC	79	2098	NC	99	99	NC	506	500	NC	NA	2	NC	18	16	NC	75	75	NC	8	7
American Indian/Alaskan Native	NC	35	4128	NC	100	97	NC	467	464	NC	3	4	NC	40	39	NC	57	56	NC	NA	1
White	75	1496	36213	100	100	99	491	501	489	5	1	2	16	15	22	72	79	72	7	4	3
Students with Disabilities	26	288	10526	100	98	94	425	453	427	15	8	15	46	46	53	38	46	31	NA	1	1
Students without Disabilities	63	1666	69846	100	100	100	509	502	482	2	1	3	6	14	26	84	81	69	8	4	2
Limited English Proficient Students	NC	138	12747	NC	99	97	NC	443	432	NC	10	12	NC	47	52	NC	41	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	386	38521	NC	100	98	NC	463	461	NC	6	6	NC	35	38	NC	58	55	NC	1	1
Non-Economically Disadvantaged	82	1568	41851	100	100	100	490	503	489	4	1	3	18	15	22	72	80	72	6	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	2007	79306	99	100	99	525	536	504	5	6	13	15	9	20	49	47	49	31	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	966	38845	100	100	99	533	536	505	NA	5	11	15	9	20	47	48	50	38	39	18
Male	50	1041	40383	98	100	98	520	535	504	8	6	14	16	10	19	50	46	47	26	38	19
African American	NC	59	4171	NC	98	98	NC	499	485	NC	15	20	NC	19	26	NC	51	44	NC	15	10
Hispanic	--	282	32673	--	100	99	--	498	487	--	17	18	--	21	25	--	46	46	--	16	10
Asian/Pacific Islander	NC	83	2147	NC	100	99	NC	550	539	NC	4	5	NC	2	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	--	29	4034	--	100	97	--	489	479	--	28	22	--	17	29	--	41	43	--	14	7
White	72	1554	36234	99	100	99	527	544	523	6	3	6	18	7	13	43	47	52	33	43	28
Students with Disabilities	17	270	10286	94	99	91	486	492	462	24	24	41	29	22	27	41	38	27	6	16	5
Students without Disabilities	67	1737	69020	100	100	100	535	542	510	NA	3	9	12	7	18	51	48	52	37	42	21
Limited English Proficient Students	NC	118	10291	NC	98	96	NC	460	458	NC	35	38	NC	32	34	NC	31	26	NC	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	394	37437	NC	99	97	NC	497	486	NC	15	19	NC	21	26	NC	49	46	NC	14	9
Non-Economically Disadvantaged	76	1613	41869	99	100	100	527	545	521	4	3	7	17	7	14	47	46	51	32	44	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	1994	79000	99	99	98	510	517	489	4	4	10	11	11	24	71	64	58	14	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	963	38774	100	99	99	515	522	494	NA	2	7	9	10	22	76	64	61	15	24	10
Male	50	1031	40150	98	99	98	507	512	485	6	5	12	12	13	25	68	63	55	14	19	8
African American	NC	58	4153	NC	97	98	NC	487	476	NC	10	13	NC	21	30	NC	57	53	NC	12	4
Hispanic	--	278	32508	--	99	98	--	481	472	--	12	15	--	31	33	--	50	49	--	6	3
Asian/Pacific Islander	NC	81	2142	NC	98	99	NC	523	510	NC	4	4	NC	7	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	28	4016	--	97	96	--	494	467	--	11	14	--	18	37	--	57	46	--	14	2
White	72	1549	36135	99	99	98	514	525	508	3	2	4	10	7	14	71	66	67	17	25	15
Students with Disabilities	17	258	9991	94	94	88	475	479	449	12	14	33	29	29	36	59	50	29	NA	7	2
Students without Disabilities	67	1736	69009	100	100	100	519	522	495	1	2	6	6	8	22	75	66	62	18	24	10
Limited English Proficient Students	NC	114	10199	NC	95	95	NC	444	439	NC	32	35	NC	46	47	NC	23	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	389	37234	NC	98	97	NC	481	472	NC	13	15	NC	26	33	NC	55	50	NC	6	3
Non-Economically Disadvantaged	76	1605	41766	99	99	99	513	526	505	1	1	5	11	8	16	74	66	65	14	25	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2007	79611	98	100	99	510	524	496	5	3	7	28	22	37	67	73	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	967	39016	100	100	99	535	537	511	NA	2	4	21	14	29	79	81	66	NA	3	1
Male	49	1040	40519	96	100	98	493	511	482	8	3	10	33	29	44	59	67	46	NA	1	0
African American	NC	59	4188	NC	98	98	NC	501	486	NC	5	9	NC	31	40	NC	64	50	NC	NA	0
Hispanic	--	282	32855	--	100	99	--	491	481	--	7	10	--	38	43	--	54	47	--	1	0
Asian/Pacific Islander	NC	83	2149	NC	100	100	NC	526	519	NC	NA	4	NC	27	24	NC	71	70	NC	2	2
American Indian/Alaskan Native	--	29	3992	--	100	96	--	496	478	--	10	10	--	28	46	--	62	44	--	NA	0
White	71	1554	36380	97	100	99	515	531	511	4	2	4	27	19	30	69	78	65	NA	2	1
Students with Disabilities	17	271	10664	94	99	94	434	471	440	24	13	23	59	49	54	18	36	22	NA	2	1
Students without Disabilities	66	1736	68947	99	100	100	529	532	504	NA	1	4	20	18	34	80	79	61	NA	2	1
Limited English Proficient Students	NC	119	10362	NC	99	97	NC	447	438	NC	18	22	NC	56	57	NC	25	21	NC	1	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	393	37626	NC	99	98	NC	492	479	NC	8	10	NC	37	45	NC	54	45	NC	1	0
Non-Economically Disadvantaged	76	1614	41985	99	100	100	512	532	511	5	1	4	24	19	30	71	78	65	NA	2	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	2048	79327	100	100	98	549	547	518	9	8	19	9	11	20	48	53	46	34	29	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	996	38961	100	100	98	556	547	520	NA	6	16	11	11	20	50	54	48	39	28	16
Male	26	1052	40295	100	99	97	544	547	516	15	9	21	8	10	19	46	51	44	31	30	16
African American	NC	61	4247	NC	98	98	NC	516	499	NC	16	27	NC	16	24	NC	59	41	NC	8	8
Hispanic	NC	301	32327	NC	100	98	NC	514	499	NC	19	27	NC	21	25	NC	47	41	NC	12	8
Asian/Pacific Islander	--	70	1939	--	100	99	--	562	556	--	3	6	--	11	10	--	49	47	--	37	36
American Indian/Alaskan Native	--	33	4391	--	100	96	--	498	489	--	27	32	--	18	27	--	52	36	--	3	4
White	38	1583	36373	100	100	98	556	555	538	8	5	10	5	8	14	47	54	52	39	33	25
Students with Disabilities	10	243	9321	100	100	87	NA	490	467	NA	35	54	NA	23	22	NA	33	21	NA	8	3
Students without Disabilities	34	1805	70006	100	100	100	559	554	524	3	4	14	9	9	19	50	55	49	38	32	18
Limited English Proficient Students	NC	95	9431	NC	99	95	NC	474	466	NC	42	53	NC	29	27	NC	28	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	401	37097	NC	99	97	NC	509	498	NC	20	27	NC	22	25	NC	48	41	NC	9	7
Non-Economically Disadvantaged	37	1647	42230	100	100	99	556	556	535	8	5	11	5	8	15	46	54	50	41	34	24

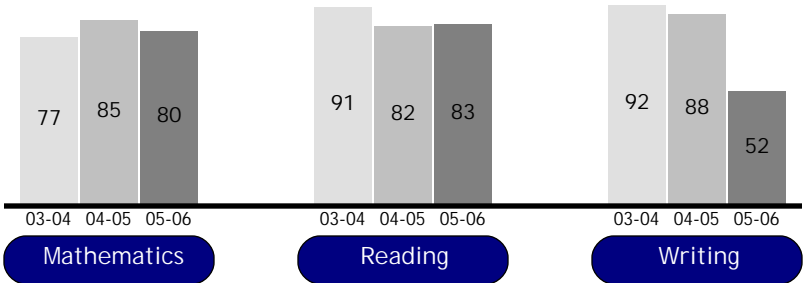
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	2047	79501	98	100	98	530	520	497	5	4	10	14	14	25	65	73	60	16	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	995	39062	100	100	99	545	526	502	NA	2	8	6	11	23	78	75	64	17	11	5
Male	25	1052	40368	96	99	98	518	514	491	8	6	13	20	16	27	56	71	57	16	7	3
African American	NC	61	4279	NC	98	99	NC	501	485	NC	5	14	NC	26	30	NC	66	54	NC	3	2
Hispanic	NC	302	32389	NC	100	98	NC	488	478	NC	15	16	NC	27	34	NC	54	48	NC	4	1
Asian/Pacific Islander	--	70	1936	--	100	99	--	521	519	--	1	3	--	13	14	--	76	73	--	10	9
American Indian/Alaskan Native	--	33	4401	--	100	96	--	479	473	--	12	17	--	39	40	--	48	43	--	NA	1
White	37	1581	36446	97	99	99	537	528	516	3	2	4	11	10	15	68	78	73	19	10	7
Students with Disabilities	10	244	9411	100	100	88	NA	470	453	NA	23	36	NA	34	36	NA	41	26	NA	1	1
Students without Disabilities	33	1803	70090	97	100	100	546	527	502	NA	2	7	6	11	24	73	78	65	21	10	5
Limited English Proficient Students	NC	95	9401	NC	99	94	NC	447	443	NC	37	40	NC	44	46	NC	19	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	401	37183	NC	99	97	NC	487	479	NC	13	16	NC	30	34	NC	55	49	NC	1	1
Non-Economically Disadvantaged	36	1646	42318	97	100	99	538	528	513	3	2	5	11	10	17	67	78	70	19	11	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	2045	80000	98	100	99	580	592	564	2	1	3	7	5	11	72	70	75	19	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	996	39288	100	100	99	601	608	579	NA	1	2	6	2	6	67	65	77	28	32	16
Male	25	1049	40644	96	99	98	564	577	549	4	1	4	8	7	15	76	75	74	12	16	7
African American	NC	61	4307	NC	98	99	NC	576	551	NC	NA	4	NC	8	13	NC	80	75	NC	11	7
Hispanic	NC	302	32672	NC	100	99	NC	563	548	NC	3	4	NC	11	14	NC	76	76	NC	10	6
Asian/Pacific Islander	--	70	1945	--	100	99	--	600	592	--	NA	1	--	3	4	--	67	69	--	30	25
American Indian/Alaskan Native	--	32	4424	--	97	97	--	576	549	--	NA	3	--	3	14	--	81	77	--	16	5
White	38	1580	36602	100	99	99	589	598	579	NA	1	2	8	3	7	71	69	75	21	27	16
Students with Disabilities	NC	239	9919	NC	98	93	NC	544	505	NC	3	9	NC	22	35	NC	71	54	NC	4	2
Students without Disabilities	34	1806	70081	100	100	100	600	598	571	NA	1	2	NA	2	7	76	70	79	24	27	12
Limited English Proficient Students	NC	94	9571	NC	98	96	NC	513	502	NC	9	10	NC	28	29	NC	64	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	403	37534	NC	100	98	NC	562	547	NC	2	4	NC	11	15	NC	79	76	NC	8	5
Non-Economically Disadvantaged	37	1642	42466	100	100	100	592	600	578	NA	1	2	5	3	7	73	68	75	22	28	16

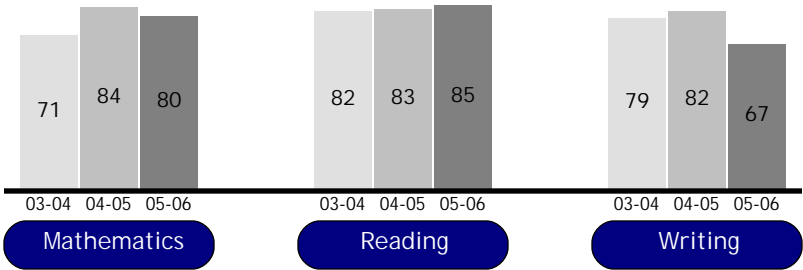
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	59	NA	58	99	55	62	47	100	61	65	46
	Language	99	61	68	50	99	51	64	47	100	56	70	48
	Mathematics	99	72	79	64	98	64	67	50	100	68	72	52
3	Reading	100	71	NA	55	100	55	57	44	100	54	63	46
	Language	99	72	77	61	100	53	57	44	100	56	59	46
	Mathematics	99	69	76	61	100	59	65	51	100	58	70	52
4	Reading	98	79	NA	56	99	61	61	48	99	58	68	52
	Language	98	68	69	52	99	64	64	49	99	65	70	52
	Mathematics	97	72	79	61	99	64	66	53	99	63	70	58
5	Reading	97	71	NA	55	99	59	64	50	98	70	73	56
	Language	97	66	69	49	99	60	65	50	98	65	73	54
	Mathematics	95	80	83	63	99	60	65	49	98	70	72	52
6	Reading	--	--	NA	56	--	--	64	51	100	73	70	56
	Language	--	--	64	48	--	--	63	47	100	72	67	50
	Mathematics	--	--	78	66	--	--	66	52	100	73	75	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Aztec Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Tax Credit Funds Oversight
- Ü Yearly Parent Survey
- Ü Parent/Educator Relations
- Ü Monitoring of Single Grade Pilot
- Ü Visioning for School's Future

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	37.00
Other Professional Staff	3.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	3	3	0	0
7 to 9 years	0	7	0	0
10 or more years	0	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media and Research Center
- Ü Community Schools Multi-media Tablet Lab
- Ü Two PC/Windows Computer Labs
- Ü Adjacent to Scottsdale Park for events

Extracurricular Activities

- Ü Band and Strings
- Ü After School Enrichment
- Ü Math Olympiad & Gifted
- Ü Parks and Rec Programs
- Ü Gardening Activities
- Ü Multimedia Technology Program
- Ü Aztec Social Action Projects
- Ü Junior Achievement and Exchange City

Social Services

- Ü 2 Pre-school PANDA Programs
- Ü Community Specialist for outreach
- Ü Community Links for services
- Ü Traditional Pre-School (Best Pals)
- Ü After School Enrichment
- Ü Counseling Services through SPI

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü All academic goals set for the 2004-05 school year were achieved by students. Aztec continues to be known for its strong academic program and cutting-edge approach to teaching and learning.
- ü Students participated in numerous community action projects including collecting funds for tsunami victims, providing food & toys for sheltered animals, collecting funds for the American Heart Association, and running a school-wide recycling program.
- ü Aztec students continue to achieve trophies in local chess competitions, a trend established almost a decade ago.
- ü Nearly the entire Aztec staff participated in 100 hours of specialized training, primarily in the areas of ITI and brain research/brain-based learning, outside of their contract time during the 04-05 school year!

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

At Aztec, safety and the security of campus and children are always taken very seriously by staff and parents. Policies and procedures are in place to assure that we are actively working to keep our children safe and secure by providing an orderly learning environment with high expectations for student behavior. A high parent presence contributes to greater accountability and vigilance. Encouraging children to report unsafe behaviors also contributes to a safe learning environment overall.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Christine Loots	(480) 484-7700
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Maureen O'Leary	(480) 484-6188
School Nutrition Programs	Susan Bettenhausen	(480) 484-8686
Parent Organization	Mary Schmidt, Aztec Community Team Pres.	(480) 484-7721
Student Health/Nurse	Patty Smith, RN & Heidi Block, RN	(480) 484-7711

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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